



Hāwera High School

Hawera High School

Strategic Plan

2021 – 2023



Hāwera High School

Motto	Vision
Kia Kaha Te Awhina “Strength through caring”	Kei Mua, Ki Runga “Moving forward, aiming high”
Mission Statement	Our Values
Inspiring students to be passionate lifelong learners	Be Respectful Be Responsible Be Ready to Learn

Hāwera High School opened in 1919 as Hawera Technical High School with a roll of 180 students. The present roll is 700 students from Year 9 to Year 13. Hāwera High School is a multicultural school which celebrates diversity; 58% of students identify as NZ European, 34% Maori, 3% Asian, 2% Pasifika and 3% are other ethnicities. Hāwera High School is a state co-educational secondary school located in South Taranaki with glorious views of Mt Taranaki. The school celebrated its Centenary in 2019. This gave an opportunity to celebrate past success and share the school vision for the next 100 years.

Hāwera High School values; Be Respectful, Be Responsible and Be Ready to Learn guide teaching and learning practices within the school. Staff and students at Hāwera High School put relationships at the centre of learning, teachers understand that effective teaching is underpinned by fostering an extended family-like context that is both culturally responsive and sustaining. The school attracts highly qualified and innovative staff.

Hāwera High School has a very broad curriculum which caters for a diverse range of students. Learning programmes are carefully designed to meet the learning needs of students so they can participate meaningfully in society. Senior learning programmes include Gateway Placements, Primary ITO courses, 3+2 WITT courses, Virtual Learning Network courses and traditional learning programmes. Junior programmes include Te Wera, Technologies, Performing Arts, Visual Arts and Te Reo Māori. Students are successful at school through gaining their qualifications and in their extracurricular activities. Students achieve exceptionally well academically, on the sports field, in culture groups or in the arts. Hāwera High School has a purpose-built centre, the Endeavour centre, for students with physical and learning disabilities. Where possible, students from the Endeavour centre are fully integrated into the wider school.

Hāwera High School is located next to the TSB Hub this ensures that students have access to world-class facilities for Physical Education classes, sporting and school wide events. Students benefit from close connections with local businesses. These connections allow students to transition successfully into the work force. Local businesses support sports, arts and cultural events, allowing Hāwera High School to benefit from strong community connections such as the iwi, local council, brass band, local sports teams, etc. These organisations work closely with the school to share their expertise.

Hāwera High School is committed to regularly reviewing and refining practices so that we can inspire students to be passionate lifelong learners.

The Hawera High School charter has been formed using the Education Review Office school evaluation indicators.

<https://www.ero.govt.nz/publications/school-evaluation-indicators/>

Base Line Data	
School context:	Secondary (Y9 – Y15) Decile 5 School roll: 700
Gender composition:	Girls 45% Boys 55%
Ethnic composition:	NZ European 58% NZ Maori 34% Asian 3% Pasifika 2% Other 3%

As a member of the South Taranaki Kahui Ako (STKA) the school is committed to achieving the goals set out in the STKA Achievement Challenge. The STKA has set the following Achievement challenges: Relationship based Learning, Wellbeing and Learning Pathways. Being a member of the STKA gives the school the ability to work closely with feeder schools, which benefits the students as they transition into Hāwera High School. There are eighteen schools that make up the STKA.

Our schools:

Hawera Christian School, Hawera High School, Hawera Intermediate, Hawera Primary School, Kakaramea School, Manaia Primary School, Mokoia Primary School, Normanby Primary School, Opunake High School, Patea Area School, Ramanui Primary School, St Joseph's School Hawera, St Joseph's Patea, St Patrick's Kaponga, Tawhiti Primary School, Turuturu Primary School, Waverley Primary School, Whenuakura School



**Te Kāhui Ako o Taranaki
ki te Tonga**

Our Shared Vision

Whakaraupō i a koutou e te iwi

“We are stronger when we grow together as one”

In the words of Te Whiti

Our Purpose

A community that works collaboratively to promote wellbeing, improve outcomes and nurture aspirations to ensure equity and excellence for all ākonga within our unique setting so all our young people succeed.

Our Shared Values

Whanaungatanga

Building **relationships**, making **connections**, and bringing people together, **uniting** the local community into a South Taranaki Kāhui Ako community of learning.

Manaakitanga

Nurturing a culture that values **caring** and **respect** and provides the foundation for success for all students. Building **trust** and **well being** through caring and supportive relationships in which everyone feels a **sense of belonging**.

Mana

Building **courage** and **pride** in ourselves, each other, our schools, and our community of learning. Developing strength of **character** and strong **identity**.

Kotahitanga

Achieving **unity** by coming together to **collaborate** as a **whānau** for learners to succeed and reach their potential.

Manaakitanga - Wellbeing positive and collaborative relationships with our learners, their families and for self and others, Hauora, inclusive, empathy, self-care.

Kotahitanga - Working together, relationships, connectedness, trust, respect, responsibility, integrity, valuing and acknowledging, engagement.

Mana - (COURAGE, Resilience, Pride, Contributors, Strong in who they are/identity, Know yourself as a learner, Community Minded, enthusiasm, seekers of knowledge/curious/challenges, future focused, lifelong learners, live to the fullest, collaborative, courage, flexible, adaptive)



Hāwera High School

Domains

Domains		
1	Stewardship	<p>The board actively represents and serves the school and education community in its stewardship role.</p> <p>The board scrutinises the effectiveness of the school in achieving valued student outcomes.</p> <p>The board evaluates how effectively it is fulfilling the stewardship role with which it has been entrusted.</p> <p>The board effectively meets its statutory responsibilities.</p>
2	Indicators and examples of effective practice	<p>Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence.</p> <p>Leadership ensures an orderly and supportive environment that is conducive to student learning and wellbeing.</p> <p>Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching.</p> <p>Leadership promotes and participates in teacher learning and development.</p> <p>Leadership builds collective capacity to do evaluation and inquiry for sustained improvement.</p> <p>Leadership builds relational trust and effective collaboration at every level of the school community.</p>
3	Educationally powerful connections and relationships	<p>School and community are engaged in reciprocal, learning-centred relationships.</p> <p>Communication supports and strengthens reciprocal, learning-centred relationships.</p> <p>Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support.</p> <p>Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners.</p>
4	Responsive curriculum, effective teaching and opportunity to learn	<p>Students learn, achieve and progress in the breadth and depth of <i>The New Zealand Curriculum</i> and/or <i>Te Marautanga o Aotearoa</i>.</p> <p>Students participate and learn in caring, collaborative, inclusive learning communities.</p> <p>Students have effective, sufficient and equitable opportunities to learn.</p> <p>Effective, culturally responsive pedagogy supports and promotes student learning.</p> <p>Assessment for learning develops students' assessment and learning-to-learn capabilities.</p>



Hāwera High School

Domains Continued		
5	Professional capability and collective capacity	<p>A strategic and coherent approach to human resource management builds professional capability and collective capacity.</p> <p>Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets.</p> <p>Organisational structures, processes and practices enable and sustain collaborative learning and decision making.</p> <p>Access to relevant expertise builds capability for ongoing improvement and innovation.</p>
6	Evaluation, inquiry and knowledge building for improvement and innovation	<p>Coherent organisational conditions promote evaluation, inquiry and knowledge building.</p> <p>Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation.</p> <p>Evaluation, inquiry and knowledge building capability facilitates engagement with external evaluation and the wider education community.</p>

Definitions

- RbL Relationship based Learning
- WST Within School Teachers
- PB4L Positive Behaviour for Learning
- ENCO Educational needs coordinator
- GATE Gifted and Talented education
- MLE Modern Learning Environment
- WITT 3 + 2 Students study 3 days at school and 2 days at WITT
- PLD Professional Learning and Development
- HEEADSSS Home, education/employment, eating, activities, drugs, sexuality, suicide and depressions, safety
- ECT The electrical training company
- AST Across School Teachers



Hāwera High School

Strategic Aim 2021-2023

Hawera High School will:

Provide all students with meaningful <i>pathways</i> into further learning or employment	
Objective 1	Year 9 and 10 learning programmes are coherent and build on student's prior knowledge and lead to success in NCEA qualifications.
Objective 2	Year 11 – 13 students experience success in coherent and relevant learning programmes that blend school and workplace education.
Objective 3	Explore a variety of ways to achieve wider community engagement and ownership.
Objective 4	Together with the wider Hawera community provide accessible and relevant adult education.

Provide <i>high quality teaching and learning experiences</i> that are engaging, relevant and innovative	
Objective 1	Successful implementation of RbL strategies leads to increased levels of student achievement.
Objective 2	Successful implementation of RbL strategies leads to increased levels of Māori student achievement.
Objective 3	Consistent good teaching practice is achieved through effective review and professional growth cycle that promotes RbL.
Objective 4	Develop staff capability to work in a flexible and digitally enabled learning environment.
Objective 5	Use departmental reporting systems to ensure the BOT has accurate information to make informed decisions.



Hāwera High School

Provide an <i>environment</i> where <i>high expectations</i> are maintained	
Objective 1	Develop and maintain a strong school culture through the explicit teaching of Hawera High School tikanga.
Objective 2	Enhance wellbeing by developing a social and emotional environment so ākonga can successfully participate in learning and contribute to the community.
Objective 3	Maintain a focus on school wide PB4L practices and refine our behaviour management practices to align PB4L and RbL.
Objective 4	Develop leadership capacity at all levels of the school.
Objective 5	Board of Trustees to engage in appropriate PLD.

Provide all students with meaningful <i>pathways</i> into further study or employment		2021 specific actions	2022 specific actions	2023 specific actions
Objective 1	Year 9 and 10 learning programmes are coherent and build on student's prior knowledge and lead to success in NCEA qualifications.	<p>Use baseline data from feeder schools to inform teaching practice.</p> <p>All Year 9 students tested by appropriate staff members to establish next steps.</p> <p>All Year 9 students to undergo the HEEADSSS assessment. Investigate funding options for learning support.</p> <p>Maintain and improve Year 9 and 10 learning programmes so they lead to students gaining qualifications in Year 11.</p> <p>Revised Induction programme for junior students.</p> <p>GATE programme reviewed and developed.</p> <p>Develop appropriate Year 9 and 10 programmes for ORS and complex student's needs.</p>	<p>Use baseline data from feeder schools to inform teaching practice.</p> <p>All Year 9 students tested by appropriate staff members to establish next steps.</p> <p>All Year 9 students to undergo the HEEADSSS assessment. Investigate funding options for learning support.</p> <p>Annual review of Year 9 and 10 programmes to inform next steps.</p> <p>Monitor GATE programme.</p> <p>Monitor Year 9 and 10 programmes for ORS and complex student's needs.</p>	Continue to develop Year 9 and Y10 programmes so they are seen as a cohesive 2-year programmes.

<p>Objective 2</p>	<p>Year 11 – 13 students experience success in coherent and relevant learning programmes that blend school and workplace education.</p> <p>https://conversation.education.govt.nz/assets/Uploads/NCEA-Change-Package-2019-Web.pdf</p>	<p>Prepare for changes to NCEA Level 1.</p> <p>Continue to support and monitor WITT, ITO and Gateway programmes.</p> <p>Continue to utilise the 75% forms to review standards.</p> <p>Continue use of Dreamcatcher in the school.</p> <p>Investigate funding options for learning support.</p> <p>GATE students will be identified and individual programmes will be developed.</p> <p>Monitor and review senior courses to ensure they are meeting the needs of the school community.</p>	<p>Continue to prepare for changes to NCEA Level 1.</p> <p>Prepare for changes to Level 2.</p> <p>ENCO role reviewed and developed to accommodate GATE students.</p> <p>Monitor and review senior courses to ensure they are meeting the needs of the school community.</p>	<p>Continue to prepare for changes to Level 2.</p> <p>Prepare for changes to Level 3.</p> <p>Implement changes required to meet the requirements of the revised NCEA Level 1 qualification.</p> <p>Monitor and review senior courses to ensure they are meeting the needs of the school community.</p>
<p>Objective 3</p>	<p>Explore a variety of ways to achieve wider community engagement and ownership.</p>	<p>Continue with the Year 9 and 13 (include invite to other new students) combined start of the year BBQ.</p> <p>All Year 9 and 10 learning classes to host a function for their parents during Term 1.</p> <p>Communicate effectively with the 800+ people on the alumni database. Appoint an administrative staff member to coordinate the alumni database.</p>	<p>Review and grow on events from 2021.</p>	<p>Review and grow on events from 2022.</p>

		<p>Explore opportunities to connect with the community throughout the year.</p> <p>Build stronger relationships with whanau to support the reformation of the whanau teitei.</p> <p>Explore hosting a cultural event to celebrate diversity in our wider Hawera community.</p> <p>Continue interaction with iwi, Chamber of Commerce, BizLink and other business connections.</p>		
Objective 4	Together with the wider Hawera community provide accessible and relevant adult education.	<p>Continue to hire rooms to ECT and other providers.</p> <p>Offer a small number of adult education courses.</p> <p>Appoint a suitable person in charge of administration of adult education</p> <p>Review adult education courses provided at the end of the year.</p>	Use the annual review of adult education to inform next steps	Continue to provide adult education to meet the needs of the community

Provide <i>high quality teaching and learning experiences</i> that are engaging, relevant and innovative		2021 specific actions	2022 specific actions	2023 specific actions
Objective 1	Successful implementation of RbL strategies leads to increased levels of student achievement.	<p>PLD for Maori department to ensure successful implementation of junior courses.</p> <p>PLD of teachers involved in the Te Wera programme.</p> <p>Increase the number of staff who are accredited impact coaches.</p> <p>Impact Coaches to work with all teachers to develop their practice.</p> <p>WST's to provide whole school PLD on Relationship based Learning.</p> <p>Develop WST's so that they have the capability of accrediting impact coaches.</p> <p>Increase the number of impact coaches that have the capability of accrediting impact coaches.</p>	<p>PLD of teachers involved in the Te Wera programme.</p> <p>Impact Coaches to work with all teachers to develop their practice.</p> <p>WST's to provide whole school PLD on relationship learning.</p>	Continue to embed practices across the whole school.
Objective 2	Successful implementation of RbL strategies leads to increased levels of Māori student achievement.	<p>PLD for Maori department to ensure successful implementation of revised courses.</p> <p>Evaluate the effectiveness of mentoring and explore other delivery models for both males and females.</p> <p>Year 9 students to learn school haka and appropriate school Tikanga.</p> <p>Increase the number of staff who are accredited impact coaches.</p> <p>Impact Coaches to work with all teachers to develop their practice.</p> <p>WST's to provide whole school PLD on relationship learning.</p>	<p>PLD for Maori and PE department to ensure successful continuation of courses.</p> <p>Impact Coaches to work with all teachers to develop their practice.</p> <p>WST's to provide whole school PLD on relationship learning.</p> <p>Continue mentoring for Māori students for both males and females.</p> <p>All students to learn school haka and appropriate school Tikanga.</p>	Continue to embed practices across the whole school.

		<p>Develop WST's so that they have the capability of accrediting impact coaches.</p> <p>Increase the number of impact coaches that have the capability of accrediting impact coaches.</p>		
Objective 3	<p>Consistent good teaching practice is achieved through effective review and appraisal, supported by PLD that promotes RbL.</p>	<p>SLT to provide guidance to staff to complete the professional growth cycle. Staff to share their journey during Term 4.</p> <p>Management unit holders to be reviewed against job description as well as the educational leadership framework.</p> <p>PLD identified and organised to meet school objectives and goals.</p> <p>Continue to review departments and individuals against the educational leadership capability framework including the expert Teacher criteria.</p>	<p>SLT to provide guidance to staff to complete the professional growth cycle.</p> <p>Staff to share their journey during Term 4.</p> <p>Management unit holders to be reviewed against job description as well as the educational leadership framework.</p> <p>PLD identified and organised to meet school objectives and goals.</p> <p>Continue to review departments and individuals against the educational leadership framework.</p>	<p>Continue to embed practices across the whole school</p>
Objective 4	<p>Develop staff capability to work in a flexible and digitally enabled learning environment.</p>	<p>Staff to read appropriate professional readings on flexible and digitally enabled learning environments.</p> <p>Introduce flexible and digitally enabled learning environments.</p> <p>Visits to schools that have recently had building projects.</p> <p>Whole School PLD on flexible and digitally enabled learning environments.</p> <p>Staff to continue to develop their digital competency.</p> <p>Staff to develop their capabilities with developing electronic workbooks.</p> <p>Explore cross curricular learning opportunities.</p>	<p>Continue to prepare for flexible and digitally enabled learning environments.</p> <p>Dependent on building project phase.</p>	<p>Dependent on building project phase.</p> <p>Implement changes to learning environments.</p>

Objective 5	Use departmental reporting systems to ensure the BOT has accurate information to make informed decisions.	HOD's to meet with Principal to discuss department reports. Evaluation of department reports. HODs develop 2021 department Action Plan. All department reports collated and presented to BOT.	HOD's to meet with Principal to discuss department reports. Evaluation of department reports. HODs develop 2022 department Action Plan. All department reports collated and presented to BOT.	Continue to embed practices across the school.
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Provide an <i>environment where high expectations are maintained</i>		2021 specific actions	2022 specific actions	2023 specific actions
Objective 1	Develop and maintain a strong school culture through the explicit teaching of Hawera High School tikanga.	RbL strategies implemented across the school. Year 9 and 13 to combine form classes to develop tuakana teina relationships. Year level assemblies once a week. Tikanga to be modelled at whole school and year level assemblies. School tikanga to be explicitly taught in the Year 9 Te Reo me ona tikanga programme. Consistent implementation of PB4L values within the classroom and wider school setting. Induction programme for new staff to teach school Tikanga.	Continue with school wide implementation of tikanga. Consistent implementation of PB4L values across the school.	Continue with school wide implementation of tikanga. Consistent implementation of PB4L values across the school.
Objective 2	Enhance wellbeing by developing a social and emotional environment so ākongā can successfully participate in learning and contribute to the community.	Appoint a Whanau Support Worker. Use the results of the wellbeing at school survey in Term 4 2020 to guide next steps. Formation of student support groups, eg Rainbow Youth. Implement the mentoring Te Ukaipo programme. Form a student and staff wellbeing committee. Promotion of house activities to enhance social skills and community spirit. Reinstate the planning successful pathway (PSP) meetings at the beginning and end of the year.		
Objective 3	Maintain a focus on school wide PB4L practices and refine our behaviour management practices to align PB4L and RbL.	Annual review of Deans Manual. Recruit appropriate staff onto PB4L team.	Review Deans Manual. Provide appropriate PLD opportunities for members of PB4L teams.	Review Deans Manual. Provide appropriate PLD opportunities for members of PB4L teams.

		<p>Provide appropriate PLD opportunities for members of PB4L teams.</p> <p>Provide appropriate PLD opportunities for whole staff of PB4L teams.</p> <p>Provide appropriate PLD opportunities for deans.</p>	Provide appropriate PLD opportunities for deans.	Provide appropriate PLD opportunities for deans.
Objective 4	Develop leadership capacity at all levels of the school.	<p>Work with NZSTA to review current middle leadership model.</p> <p>Explore PLD opportunities for senior and middle leaders.</p> <p>Continue to review against educational leadership capability framework.</p> <p>Provide opportunities for distributed leadership.</p>	<p>Explore PLD opportunities.</p> <p>Continue to review against educational leadership capability framework.</p> <p>Provide opportunities for distributed leadership.</p>	<p>Explore PLD opportunities.</p> <p>Continue to review against educational leadership capability framework.</p> <p>Provide opportunities for distributed leadership.</p>
Objective 5	Board of Trustees to engage in appropriate PLD.	<p>BOT members to engage with NZSTA knowledge hub.</p> <p>BOT members to attend appropriate NZSTA courses.</p> <p>Induction of new student trustee in September.</p>	<p>BOT members to engage with NZSTA knowledge hub.</p> <p>BOT members to attend appropriate NZSTA courses.</p>	<p>BOT members to engage with NZSTA knowledge hub.</p> <p>BOT members to attend appropriate NZSTA courses.</p> <p>Induction of new trustees.</p>